

# Refugee student readiness survey

The Refugee student readiness survey can be used by schools to assess their capacity in supporting students from refugee backgrounds and their families. The survey has five sections that reflect key focus areas to facilitate schools' planning and support for students from refugee backgrounds.

It is recommended that schools contact their [EAL/D Education Leader](#) for advice in developing a plan for enhanced refugee student support.

Learning		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Section 1: Refugee students experience safe and inclusive learning environments		1	2	3	4	5
1.1	Orientation and transition support in my school provides new refugee students with effective help to understand school practices and expectations					
1.2	Refugee students feel safe in my school					
1.3	Refugee students feel included in my school					
1.4	Refugee students experience quality teaching and learning that recognises their prior experiences, potential and English language support needs					
1.5	Refugee students are provided with access to someone who can help them identify their needs					
1.6	Refugee students are provided with access to someone who can help them identify their strengths					
1.7	Refugee students are provided with access to someone who can help them identify their future goals					
1.8	Learning programs and initiatives in my school are inclusive of refugee students					
1.9	Wellbeing programs and initiatives in my school are inclusive of refugee students					
<b>TOTAL</b>						
<b>Delivering = 9 - 28</b>		<b>Sustaining = 29 - 36</b>			<b>Excelling = 37 - 45</b>	

Learning						
Section 2: Personalised approaches are used to plan support for refugee students		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
		1	2	3	4	5
2.1	Individual student learning and wellbeing data are used to inform support strategies for individual refugee students					
2.2	Relevant information about refugee students (e.g. language background, impact of trauma or disrupted schooling, English language proficiency level) is communicated to appropriate staff					
2.3	Personalised learning support is provided for all refugee students					
2.4	Personalised wellbeing support is provided for all refugee students					
2.5	Personalised transition support is provided for all refugee students					
2.6	Refugee students' progress is monitored and reviewed over time by all relevant staff					
2.7	Refugee students feel that the learning opportunities provided meet their needs					
2.8	The families of refugee students feel that the support provided meets their children's needs					
<b>TOTAL</b>						
<b>Delivering = 8 - 25</b>		<b>Sustaining = 26 - 32</b>		<b>Excelling = 33 - 40</b>		

Teaching						
Section 3: Quality EAL/D pedagogy and trauma informed approaches are embedded in teacher and executive practice within my school		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
		1	2	3	4	5
3.1	Refugee student learning data, including English language proficiency levels, are used to inform EAL/D and classroom teaching programs					

Teaching					
3.2	Assessment practices take refugee students' English language proficiency into consideration				
3.3	All teaching staff use EAL pedagogy to support English language learning for refugee students in their classes				
3.4	All teaching staff use trauma-aware approaches to manage refugee student behaviour				
3.5	All teaching staff use culturally inclusive approaches when designing curriculum				
3.6	All teaching staff use culturally inclusive approaches when teaching				
3.7	EAL/D teacher(s) in my school share their expertise in working with refugee students with other staff through collaborative planning and teaching				
3.8	EAL/D teacher(s) in my school facilitate professional learning about refugee students and EAL pedagogy within our school				
<b>TOTAL</b>					
<b>Delivering = 8 - 25</b>		<b>Sustaining = 26 - 32</b>		<b>Excelling = 33 - 40</b>	

Leading						
Section 4: Schools develop partnerships with families from refugee backgrounds		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
		1	2	3	4	5
4.1	Staff recognise that the families of refugee students may have limited levels of literacy in their first language and take this into account when developing materials and other media to communicate important information					
4.2	Staff use interpreters, bilingual staff and translated documents or other media to ensure LBOTE families can both receive important information from the school and provide the school with necessary information					
4.3	A communication strategy is in place to ensure that LBOTE parents and carers can participate in school meetings, community consultations and decision making					
4.4	Parents and carers from refugee backgrounds are involved in discussing and planning their children's learning with relevant staff					

Leading					
4.5	Parents and carers from refugee backgrounds are involved in discussing and planning their children's wellbeing with relevant staff				
4.6	Local community organisations work with my school to support the settlement and participation of refugee families within my school				
4.7	Local community organisations work with my school to support the settlement and participation of refugee families within the broader community				
4.8	Staff and external agencies work together to support refugee students and their families to engage with the broader community				
<b>TOTAL</b>					
<b>Delivering = 8 - 25</b>		<b>Sustaining = 26 - 32</b>		<b>Excelling = 33 - 40</b>	

Leading						
<b>Section 5: Schools develop processes and practices that support refugee students</b>		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
		1	2	3	4	5
5.1	Targeted strategies and resources to support students from refugee backgrounds are included in the school plan					
5.2	Funding is allocated through the school budget for targeted strategies and resources to support students from refugee backgrounds					
5.3	Professional learning about the impact of refugee experiences and EAL/D pedagogy is provided for all teaching staff					
5.4	Professional learning about the impact of refugee experiences and EAL/D pedagogy is provided for all non-teaching staff					
5.5	Enrolment, orientation, and transition processes ensure new refugee students are identified and assessed to inform personalised approaches					
5.6	Executive staff use trauma aware approaches to manage student behaviour and wellbeing					
5.7	A member of the school executive leads a team responsible for coordinating the learning and wellbeing support provided for refugee students					
5.8	Resources, including time, are allocated in order to encourage collaborative planning between EAL/D and classroom teachers					

## Leading

5.9	Staff who work with refugee students and their families understand vicarious trauma					
5.10	Staff who work with refugee students and their families are supported to engage in self-care strategies					
5.11	Whole school programs promote anti-racism					
5.12	Whole school programs promote social inclusion					
<b>TOTAL</b>						
<b>Delivering = 12 - 36</b>		<b>Sustaining = 37 - 48</b>		<b>Excelling = 49 - 60</b>		